

PART I: District Information

PART I(a): To be completed by the Superintendent and District Leadership Team¹

School District: American Falls

Superintendent's Name: Ronald R. Bolinger

Address: 827 Fort Hall Ave

Phone Number: (208) 226-5173

American Falls, ID 83211

Email Address: ronb@sd381.k12.id.us

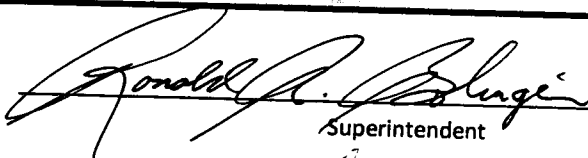
Provide a data table that demonstrates at a glance the achievement data of your district.

If available, provide a copy of the mission/vision statement for your district and/or a brief summary of the strategic plan for your district. (You do not need to print a copy of your WISE tool, we have access to this information. This would be supplemental information that you believe to be pertinent.)

Please respond to the following on a separate page(s) and attach it to your application:

1. In a brief narrative, describe your AYP history. What are the successes of your district? What challenges do you face? What changes have you made in an attempt to respond to your identified AYP challenges? How well did they work? What are your continued plans for addressing your AYP challenges?
2. If you are selected for participation in the IBC project, what do you envision as the role of the Capacity Builder? What are your initial thoughts on how you might utilize the services of the CB at the district level?
3. How will the district office support IBC project work at the school level?
4. What outcomes do you expect at your school as a result of participation in the IBC project?
5. Bottom line, why do you think that you should be selected for participation in the IBC project?

PART I(b): Required District Application Signatures


Superintendent

9-30-11

Date


School Board Chairman

9/30/11

Date

¹ If the district is already participating in IBC and is seeking to add schools, please feel free to simply attach an updated version of the information provided in your original application.

1. American Falls High School has made tremendous progress in the last five years with the number of target areas being reduced from eight to two and a planned “New School” prepared for the coming year.

William Thomas Middle School has also made strides in reading with only Hispanic reading still not at the required level. The major area of concern is to provide assistance in areas of math. We have had several “turnovers” in math teachers in the last few years which has made it difficult to attain a level of consistency.

We also changed our math program last year, which provided a greater degree of difficulty for the students that contributed to the inconsistency. With a new math program, we restructured our math requirements for students to push down math content to the sixth and seventh grades. The result has made AYP in math challenging.

With all the changes, William Thomas Middle School missed AYP in four subgroup categories placing it in its 5th year for reading and 4th year for math. We have tried to solidify our staff in math, transferring an experienced teacher to sixth grade and providing constant monitoring for teachers from data from the assessment packages of the math program.

2. We are interested in a capacity builder to assist us in curriculum development, looking at our data to provide recommendations to teachers and our principal. The capacity builder assigned to the district would work with all the districts schools to suggest areas of strength used in the school improvement project. We need a person who can look deeper into district data to suggest ways to serve our large at-risk population.
3. We recognize that all schools together make up the district, so the district office would expect to play an integral role with the capacity builder to provide guidance and help for the entire district.
4. We feel that with the current curriculum gains beginning from the elementary schools, we expect to achieve AYP status for all schools in American Falls.
5. We have consulted with a number of school districts that have had the benefit of a capacity builder. Each one has expressed how their respective person has helped in many areas of school improvement. We are anxious to experience the program.

American Falls School District



MISSION STATEMENT

American Falls School District Mission Statement

VISION:

- *All students interacting productively and effectively in society, identifying and accomplishing their dreams.*

MISSION:

- *To teach students the necessary academic and life skills to prepare them for future opportunities.*

MOTTO:

- *Is it good for the kids?*

AYP STATUS
2011-2012 School Year

School	Reading	Math	3 rd Indicator
Hillcrest	Met	Met	N/A
Intermediate School	Met	Met	Met
Middle School	Year 5	Year 4	Alert
AFHS	Year 5	Year 6	Met
District	Year 4	Year 4	Met

PART II: School Information

PART II(a): To be completed by the Principal and School Leadership Team for each school applying

School Name: William Thomas Middle S. Principal's Name: Randy Jensen
 Address: 355 Bannock Phone Number: (208) 226-5203
American Falls, ID 83211 Email Address: randyj@sd381.k12.id.us

Provide a data table that demonstrates at a glance the achievement data of your school.

If available, provide a copy of the mission/vision statement for your school and/or a brief summary of the strategic plan for your school. (You do not need to print a copy of your WISE tool, we have access to this information. This would be supplemental information that you believe to be pertinent.)

For each school to participate, please respond to the following on a separate page(s) and attach it to your application:

1. In a brief narrative, describe your AYP history. What are the successes of your school? What challenges do you face? What changes have you made in an attempt to respond to your identified AYP challenges? How well did they work? What are your continued plans for addressing your AYP challenges?
2. If you are selected for participation in the IBC project, what do you envision as the role of the Capacity Builder? What are your initial thoughts on how you might utilize the services of the CB in your school?
3. How will you include your staff in the decision to participate in the IBC project; thus encouraging the greatest amount of engagement? How supportive do you think your staff will be to the idea of participating in the IBC project?
4. What outcomes do you expect at your school as a result of participation in the IBC project?
5. Bottom line, why do you think that you should be selected for participation in the IBC project?

PART II(b): School Leadership Team

Please list individuals on the School Leadership Team to be informed of the Performance Agreement.

Name	Position
<u>Randy Jensen</u>	<u>Principal</u>
<u>Carol Bowman</u>	<u>Teacher</u>
<u>Kim Williams</u>	<u>Teacher</u>
<u>Gary Smith</u>	<u>Teacher</u>
<u>Jeanne Anderson</u>	<u>Teacher</u>
<u>Lucia Murrillo</u>	<u>Parent</u>
<u>Kelly Long</u>	<u>Parent</u>

WTMIS

Principal: Robert

Grade 6-8

Enrollment: 300

Address: 3511

Phone: 226-3200

Fax: 226-3200

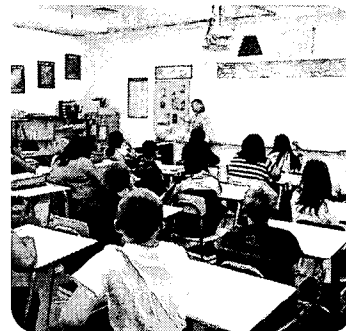
Website: www



WILLIAM THOMAS MIDDLE SCHOOL REMAINS ONE OF AMERICA'S MOST RECOGNIZED MIDDLE SCHOOLS

Our School Goals for this year include ...

- ❑ Continue to offer additional class time for non-proficient students in Math and Reading/Language through enrichment classes.
- ❑ Provide hands-on after school tutoring for non-proficient students.
- ❑ Require homework lab for students who don't complete their homework.
- ❑ Help all students who need a computer acquire one through the Computers for Kids Program.
- ❑ Teachers will be trained in Danielson's 22 Components of Effective Teaching.
- ❑ Utilize the school fund raiser to help students pay for activity fees, class fees, and skill exploration.
- ❑ Continue to maintain our excellent practices of Advisory, Teaming, Collaboration, Skill Exploration, Career Exploration, Technology, Fine Arts including Art, Music and Drama.
- ❑ Increase curriculum integration Math/Science and Language/Social Studies.
- ❑ Develop and implement end-of-course tests.
- ❑ Required daily Math and Reading homework of students.



Over the past ten years William Thomas Middle School has been featured in over a dozen national publications.

OUR SCHOOL BELIEVES . . .

- ❑ Educating students by a staff committed to adolescents is a top priority.
- ❑ A safe, comfortable, and attractive environment with a positive school climate promotes student learning.
- ❑ Students learn from a curriculum that is challenging, integrative, and exploratory in well-disciplined classrooms.
- ❑ Parents, students, community, and school staff share responsibility for providing a supportive learning environment and instilling in students an understanding of basic values and interests.
- ❑ Students succeed best when they have a variety of opportunities to demonstrate their unique learning styles.
- ❑ Cultural diversity increases understanding and awareness of different people and cultures.
- ❑ Each student is a valued individual with unique physical, social, emotional, and intellectual needs and assets. His/her well-being is enhanced by positive relationships and mutual respect among peers and teachers.
- ❑ Students demonstrate their understanding of essential knowledge and skills when they are actively involved in problem solving and producing quality work in preparation for a lifetime of learning.
- ❑ Students and teachers will have access to and training in the most current technology.
- ❑ Students demonstrate responsibility by contributing positively to the school, community, and nation.

HOW DO OUR 8TH GRADE STUDENTS COMPETE

This chart compares ISAT test results from neighboring and demographically similar schools

Proficient is determined by students that scored proficient or advanced on the Spring 2010 ISAT test. Data taken from the Idaho State Department Website.



School	Student Demographics			Reading Percent Proficient					Math Percent Proficient				
	Total 8th Grade	Low SES %	LEP %	White	Hispanic	Low SES	LEP	All	White	Hispanic	Low SES	LEP	All
State	20356	32.4	5.0	94.1	86.0	88.8	68.1	92.3	83.0	65.4	70.1	41.9	79.5
WTMS	115	64.3	19.1	95.1	87.8	90.6	81.8	92.1	88.2	61.2	68.5	54.5	74.3
Aberdeen	69	56.5	42.0	97.1	91.4	89.7	89.6	93.7	91.2	64.8	61.5	58.1	77.4
East Minico	140	62.8	12.8	93.0	83.3	87.5	66.7	88.6	83.1	48.5	63.6	22.2	66.5
West Minico	134	60.4	11.9	76.3	80.3	91.4	75.0	93.0	84.0	71.1	70.3	68.8	78.3
Caldwell, Jefferson	201	76.6	14.4	89.2	83.6	85.0	65.5	86.6	81.5	57.4	64.4	28.6	68.9
Caldwell, Syringa	216	79.6	16.6	90.0	87.3	86.0	83.3	88.9	71.2	59.6	61.6	50.0	64.5
Snake River	138	50.7	15.2	91.4	82.2	85.7	76.2	88.4	85.0	64.2	72.8	61.9	79.0
Blackfoot	293	53.9	16.3	89.3	72.1	82.9	75.0	88.4	77.9	46.6	60.7	35.4	67.6
Burley	211	54.9	9.0	94.4	82.9	88.0	52.7	89.1	81.6	56.6	67.2	15.8	72.8
Hawthorne	264	46.9	1.5	95.0	85.2	90.8	-	93.2	78.4	70.3	65.3	-	74.9
Irving	280	55.7	0.3	88.6	90.5	88.5	-	91.8	79.7	52.4	69.3	-	76.8
Average of above schools		59.7	11.7	90.8	84.2	87.8	73.8	90.3	81.9	59.3	65.9	43.9	72.8

WTMS did not make AYP in LEP Reading, Math, LEP Math, and Hispanic Math

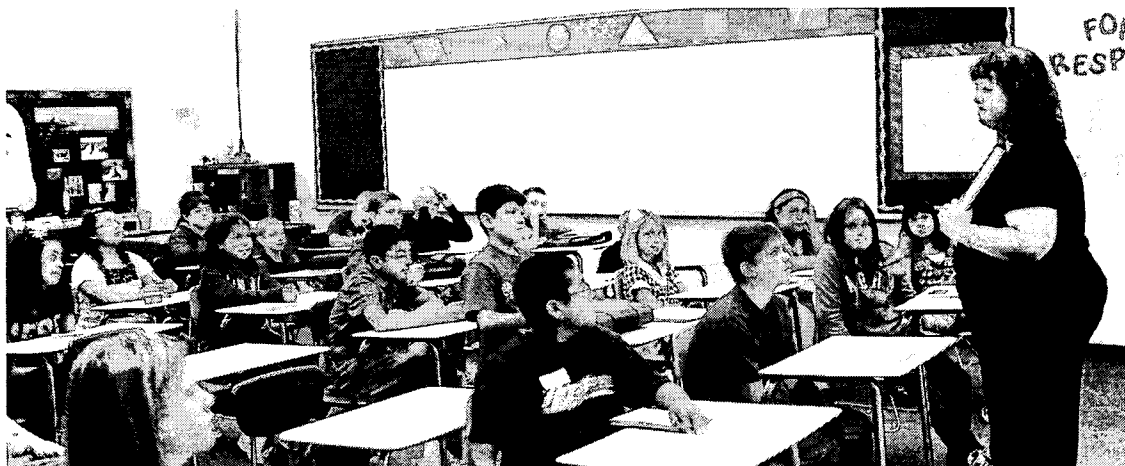
Keeping You Informed

This report is a summary of some indicators of the performance of your school. No single report can tell the whole story of our school's educational program. We encourage you to find out more and visit our school. If you are a parent of one of our students, we invite you to take an active role in your child's education. We encourage you to know that when parents are involved, their children's learning improves.

About our Students

School Discipline

ABOUT OUR PARENTS



Idaho Building Capacity Application
William Thomas Middle School - American Falls School District

School Name: William Thomas Middle School
Address: 355 Bannock Ave, American Falls, ID 83211
Principal's Name: Randy Jensen
Phone Number: 208-226-5203
Email Address: randyj@sd381.k12.id.us

1. AYP History - Historically we have failed to make AYP due to a few students in a few subgroups. For the past two years we failed to make AYP in Reading in only the Hispanic subgroup. Our Hispanic sub group for the second straight year scored over 85% proficient, yet failed to make AYP. We are School Improvement year 5 in Reading. In Math it has typically been in the Hispanic and LEP sub groups. This past year our overall Math score did not make AYP. We are in School Improvement year 4 in Math. We have made AYP in Language every year until this past year. We are in Alert status in Language.
2. Successes of our School - Our school has done very well in our testing despite having one of the most diverse student populations in the State of Idaho. In Reading all of our subgroups scored above the state average. In Math all of our subgroups are close to or above state averages. In addition to our quality academic programs we have maintained a solid co-curricular program including Drama, Art, Band, Strings, Choir, Foreign Language, Technology, Leadership, and Fitness. We have strong programs in advisory, teaming, and integrating curriculum.
3. School Challenges - We do have a gap between the performance of our Caucasian and Hispanic students. We have had a 66% turnover in our Math department over the last 3 years. We adopted a new Math curriculum last year. New teachers and a new textbook probably led to the slip in our Math scores. We have supportive parents but many of them do not have the skills to help their children once they reach middle school ages.
4. Programs implemented to make AYP - We have added an after school tutoring program (15% of our students attend), a required after school homework lab for students with missing or incomplete assignments, all non-proficient students have extra enrichment classes during the school day in the areas where they are not proficient, teachers have been trained and are evaluated in SIOP, teachers have participated in Total Instructional Alignment, Enterprise Star Math and Reading have been added for progress monitoring. All students have required Math and Reading homework every night.
5. Role of the Capacity Builder - Our hope is that we would utilize the capacity builder to help us better understand and develop a plan for closing the achievement gap. We would rely on them to help us better understand our data in helping us find better ways to help our students. We would also look for assistance as we align our curriculum with the common core standards.
6. Staff Support for Project - The WTMS staff has always been very willing to do whatever it takes to help our students succeed. They have continually been on the cutting edge in developing and implementing new programs. They are supportive of the idea and look for assistance. They are not supportive of unproductive and unnecessary paperwork.
7. Desired Outcomes of the IBC Project - The most important outcome is closing the achievement gap through a better understanding of our student needs and a more engaging curriculum that is focused on the standards.
8. Bottom Line - Our school has been very close to making AYP for many years. With the help of a capacity builder we would have a significant chance for total success. Our school is primed for taking that next step that will take our school and our students to the next level.

School Leadership Team

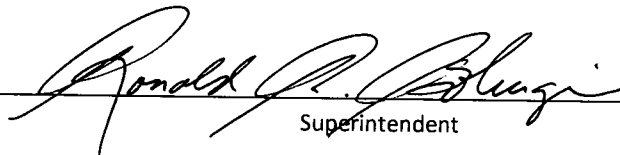
<u>Name</u>	<u>Position</u>
Randy Jensen	Principal
Carol Bowman	Teacher
Kim Williams	Teacher
Gary Smith	Teacher
Jeanne Anderson	Teacher
Lucia Murrillo	Parent
Kelly Long	Parent

PART III: Performance Agreements²

Please review the attached Performance Agreement that outlines the agreed upon responsibilities of all participating parties in the IBC project: Idaho State Department of Education, Regional Support Centers, Participating Districts, and Participating Schools. A copy of the Performance Agreement with required School and District signatures must accompany all applications. If selected, Idaho State Department of Education and Regional Support Center signatures will be added and a copy of the complete Performance Agreement will be returned to participating schools and districts.

Part III(a) The District Superintendent and School Board agree to:

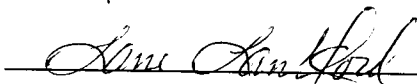
- Effectively utilize the Capacity Builders' services and engage in IBC services and activities.
- Actively engage a district leadership team and the local School Board in the IBC Project and the work of improvement.
- Support principal(s) and building leadership team(s) in creating change that will align with the district vision and result in increased student achievement.
- Provide executive sponsorship by establishing the IBC Project as a high priority of the district.
- Appoint a district contact who will oversee and coordinate the work of the IBC project and school / district leaders (strategic planning, communication, project details, progress monitoring, etc.).
- Support and ensure the administration of the required staff survey from CEE along with optional CEE surveys (e.g., student and parent).
- Allow the State to provide services directly to the district and participating schools under the authority of 1003(a) and 1003(g) School Improvement funds and will abide by the requirements of 1003(g) funds, particularly those relating to Tier I or II PLA schools within the district (if applicable).
- Participate in any federal or state program evaluation related to this project or funding stream.



Superintendent

9-30-11

Date



Chairman of the School Board

9/30/11

Date

² To be completed by the district. Complete one performance agreement for the entire district.

Part III(b) The School(s) agrees to:³

- Effectively utilize the Capacity Builders' services and engage in IBC services and activities.
- Actively engage a school leadership team in the IBC Project and the work of improvement.
- Lead change that will result in increased student achievement.
- Establish the IBC Project as a high priority of the school.
- Promote staff participation in IBC services and activities.
- Administer the required staff survey from the Center for Educational Effectiveness (CEE) along with optional CEE surveys (e.g., student and parent) by the end of February (surveys will be provided through the Regional Support Centers).

Principal Signature (1st school)

Date

School Principal (additional school, if applicable)

Date

School Principal (additional school, if applicable)

Date

School Principal (additional school, if applicable)

Date

School Principal (additional school, if applicable)

Date

³ Please ensure that the principal for each school in the application has signed the performance agreement.

Part III(c) The Idaho State Department of Education agrees to:

- Participate in the selection of the Regional Idaho School Improvement Coordinators at partnering Idaho Universities.
- Oversee collaboration between Regional Coordinators, schools/districts, and the State Department of Education (i.e. recruit, select, and collaborate with Capacity Builders; select schools/districts to be served; provide professional development).
- Identify and monitor approved Regional Support Centers at partnering Idaho Universities.
- Identify schools/districts to be served by the Idaho Building Capacity (IBC) Project.
- Allocate sufficient funding to Regional Support Centers to provide services directly and fully on behalf of participating districts and schools.

Director, Statewide System of Support (SDE)

Date

Part III(d) The Regional School Improvement Coordinator and Support Center agree to:

- Serve as a fiscal agent for designated IBC funds and services provided directly to participating districts and school (i.e. distribution of funds, contracts)
 - Independent contractors serving as Capacity Builders will be paid at the agreed upon state rate.
- Support the work of the Regional Coordinator who will:
 - Collaborate with other Regional Coordinators and the State Department of Education to recruit, train and supervise one Capacity Builder (independent contractor) for each IBC site in the region;
 - Match Capacity Builders to selected schools/districts;
 - Provide professional development to capacity builders and school/district leaders being served by the IBC project; and
 - Oversee the administration of the required staff and student surveys from the Center for Educational Effectiveness (CEE) and the optional parent surveys from CEE.
- Support the work of the Capacity Builders who will:
 - Participate in the work of school improvement at the assigned school/district for a maximum of 8 hours per week;
 - Attend required Professional Development;
 - Submit Monthly Service Reports; and
 - Bring any issues or challenges to the attention of the Regional Coordinator.

Regional Coordinator

Date

Capacity Builder(s)*